

amount of material, reducing it to order and coherence, and setting it out in a form easily usable by the student. His style is exceptionally free from jargon.

One of the great merits of the book is its genetic approach. Professor Brooks never loses contact with the fact that nature and nurture, past and present, body and mind, produce one complex interacting continuum of behaviour. The material collected has therefore not been confined to that generally thought of as psychological. A chapter on the biological bases of human life has been included. Birth is not regarded as zero hour, but interesting summaries of recent research on the prenatal development of structure and function are given. All the way through the interdependence of physical and motor intellectual and emotional growth is stressed.

An enormous amount of up-to-date material is brought together. Most of it is American, though some is European. One is almost stunned by the sheer bulk of the American output. Professor Brooks is careful not to overrate the work of Professor J. B. Watson, but the influence he has had on American psychology is very apparent. It seems as if almost everything about human beings that can be measured or counted has been dealt with. It is all here, beautifully set out in clear print, plentifully supplied with graphs and tables. The author's summaries of the findings and statements of his own positions are moderate in tone and lucidly expressed. Copious bibliographies of relevant material follow each of the topics discussed, so that the book makes a most valuable starting point for psychological study in almost any direction.

There is one omission, however, which impairs the usefulness of the book: in fact, which makes it actually misleading about the trend of psychological theory. This is the practical exclusion of the Freudian point of view. Freud's name does not appear in the main index, and in the extensive bibliography he is represented only by *The Psychopathology of Everyday Life*. There are brief references to Mrs. Klein, but nowhere is the work of Dr. Susan Isaacs, either

on the intellectual or the emotional side, mentioned. It is true that in an elementary text-book no valuable exposition of psycho-analytic theory could be given; but a book which does not bring out clearly the fact that in this field work of tremendous significance for the illumination of human motive is going on, is indirectly a denial of that significance. One gets an impression as of studying an object by a flickering light playing over its surface, when it might be lighted up from within. The volume will therefore be most valuable as a reference book for those already possessing an all-round point of view, or for use by students whose teachers can supply in other ways what Professor Brooks omits.

EVELYN LAWRENCE.

Cohen, J. I., and Travers, R. M. W.
(Editors). *Educating for Democracy*.
A symposium by various authors.
London, 1939. Macmillan. Pp. xxx
+457. Price 10s. 6d.

IN a previous work, entitled *Human Affairs*, Mr. Cohen and Mr. Travers in collaboration with Dr. R. B. Cattell edited the contributions of a score of distinguished authorities to a symposium designed to demonstrate in a general way how the methods of science could be used to solve many urgent social problems. The book under review treats the specific field of education in a similar manner.

The reviewer of the earlier work in the *EUGENICS REVIEW* of October 1937, drew attention to the disharmony between the various contributors inseparable from the method of compilation employed. The present work (perhaps because of the more restricted field covered) displays a surprising degree of fundamental agreement. On the whole, the crew collected by the editors pull a very steady stroke. Lord Raglan, who paddles his own canoe with his old school tie fluttering gaily in the breeze, is a singular exception to the general unanimity of tone. The unity of the book is enhanced by a very good index.

The picture of our national education built

up by the various contributors is a fascinating study. It is peculiarly English in the amount of compromise involved in its structure and in the avoidance of strict adherence to logical principle. The lay reader will be agreeably surprised by the extent of the ground covered, and the degree of efficiency attained, in the education of citizens of all ages and types.

There are, however, dark shadows in the picture. Notably, more than one contributor emphasizes the enormous weighting in favour of social position in educational opportunity, and the grave handicap of poverty to even the highest ability. Sir Philip Hartog gives the substance of his researches into the evils and absurdities of the examination system and the present work will justify its existence if it draws wider attention to *An Examination of Examinations* (1935) and *The Marks of Examiners* (1936).

It is rather a shock to realize that at English Universities a great deal of theology, and very little psychology, is taught; while at one University, at least, "theolog" spies are sent to psychology lectures to see that no improper references are made to "sex." It is also disquieting to notice that one eminent contributor appears to assume that masturbation must necessarily be a "disorder." More generally, one feels when reading this work that our educational system might have been designed for asexual beings. Education for parenthood is now being tentatively talked about. But the fact that sex has functions apart from parenthood which must receive attention if the whole man or woman is to receive a balanced preparation for life does not seem to be appreciated by our pedagogues.

In a profound study, Professor K. Mannheim draws attention to the social and political dangers of "education" *in vacuo*. The social worker at present, he points out, constantly interferes with established habits without facing the question of standards at all. Liberal education, he insists, must be orientated to a satisfactory ethical system if democracy is to survive.

ALEC CRAIG.

CRIMINOLOGY

Hirsch, Nathaniel D. M. *Dynamic Causes of Juvenile Crime*. Cambridge, Massachusetts, 1937. Sci-Art Publishers. Pp. 250. Price \$3.25.

Le Mesurier, Mrs. L. *Boys in Trouble*. Second Edition. London, 1939. John Murray. Pp. xxii+300. Price 3s. 6d.

DR. HIRSCH'S book is based on the analysis of 604 boy and girl delinquents treated in the Wayne County Clinic for Child Study attached to the Wayne Juvenile Court, Michigan.

The author is not content with attributing crime to the interplay of heredity and environment. He gives two other causes. First, accidental causation, in which he includes the results of encephalitis or the sudden death of either parent. Secondly, genius and the spirit of the nation. The dearth of genius, he states, reacts on the restless and unsatisfied youth of to-day. Crime flourishes where leadership is lacking. The converse was demonstrated in Italy after the rise of Mussolini. Lawlessness, according to Dr. Hirsch, decreased under dictatorship, whatever other disadvantages the latter may have brought in its wake.

The Home Office recently published a report in which it was stated that broken homes were the fundamental cause of juvenile delinquency. It has become a popular and much quoted belief. So it is with a sigh of thankfulness that one finds at last a champion for those far more numerous law-abiding offspring of broken homes, siblings of young delinquents. In a study of 2,000 juvenile delinquents, it was found that 78 per cent. of their siblings over 10 years of age—there were 4,196 of them—were non-delinquent. So much for the influence of the broken home.

The Gluecks in their study of juvenile delinquency found that nine-tenths came from the much advertised broken home. Hirsch found 59 per cent. of his 604 cases could be similarly classified. He subdivided this class into homes broken "involuntarily"